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Monterey, California. Naval Postgraduate School

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MANAGEMENT BY OBJECTIVES IN TODAY'S NAVY

Ronald Arthur Hale

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Monterey, California

THESIS

MANAGEMENT BY OBJECTIVES

IN

TODAY'S NAVY

by

Ronald Arthur Hale

Reuben Donald Burns

Thesis Advisor: J.W. Creighton
Co-Advisor: G.L. Musgrave

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June 1974

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The purpose of this thesis was to complete a script, promoting a Management by Objectives system, that would serve as a basis for a 16 mm. film. A smooth video tape was produced from the script designed to influence one's attitude (positively) about MBO, and to inform audiences on MBO practices in a military setting. A copy of this smooth video tape is on file at the Naval Postgraduate School. Using questionnaires, the influence of

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video tape on the attitudes and knowledge of four different groups was measured. The results of this measurement of audience reaction indicates that the script is effective in informing and influencing attitudes of Naval Officers in the use of Management by Objectives.

Management by Objectives in Today's Navy

by

Ronald Arthur Hale
Lieutenant Commander, United States Navy
B.S., Northeast Missouri State University, 1961

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Lieutenant Commander, United States Navy
B.A., Northwest Missouri State University, 1958

Submitted in partial fulfillment of the
requirements for the degree of

MASTER OF SCIENCE IN MANAGEMENT

from the

NAVAL POSTGRADUATE SCHOOL

June 1974

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ABSTRACT

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The personal involvement of Professors Creighton and Musgrave in the formulative stage of this project and later in the production of the video tape is gratefully acknowledged. Recognition is also given to the full support extended by the Educational Media Department.

I. INTRODUCTION

The purpose of this thesis was to complete a script, promoting a Management by Objectives system, that would serve as a basis for a 16 mm. film. This film would be designed to influence one's attitude about MBO, and to inform audiences on MBO practices in a military setting. The script, entitled "Management by Objectives in Today's Navy" (Appendix A), was written to meet the following requirements:

1. Provide a program that will sell the concept of MBO to the Naval establishment.

2. Present the material in such a way that Naval personnel in grades E-6 to O-10 can relate to situations and information presented.

3. Present the material in a format that would lend itself to recording on 16 mm. film and thus provide for the necessary wide dissemination.

4. Provide a program that will stimulate follow on programs with emphasis on instruction vice promotion.

Recognizing the cost considerations inherent in the producing of a 16 mm. film, it was considered necessary to measure the effectiveness of the script in order to justify funding at a later date. This measuring of effectiveness, then, was another part of the purpose of this thesis. The method used to measure the impact of the program on representative audiences consisted of the showing of a video tape based on the prepared script and a survey of the resultant effect on the audience utilizing the Solomon

Four-Group Design method. This evolution is discussed in greater depth in the section entitled Experimental Procedure immediately following the Introduction section. The results of this measurement of audience reaction indicate that the script is effective in informing and changing attitudes of Naval Officers in the use of Management by Objectives.

A. ENVIRONMENT

The Navy recently included the provision for assessing goal setting and achievement of goals on the appraisal worksheet.[1] This is a positive move toward an MBO system and there are indications that such a movement could gain increasing momentum.[2] A recent study conducted for the Navy by the Institute for Social Research at the University of Michigan is summarized as follows:

> "This study compared the levels of goal integration in Navy and civilian samples and among strata of various demographic characteristics. Civilians were found to experience much higher levels of goal integration than Navy personnel. Among Navy men, low levels of goal integration were characteristic of the young, the educated, those from high socio-economic level backgrounds, those who had critical skills, and those who were draft avoidant. Data were also analyzed to determine whether measures of socialization and accommodation can predict to goal integration in the Navy. Supervisory and peer goal emphasis and participative decision making styles were found to be strongly related to goal integration. Among these, participation contributed the largest unique proportion of variance in the criterion. Peer goal emphasis was also important, but not

---

[1] NavPers 1611/1 (w). A worksheet designed to be used as a basis for the performance evaluation of officers.

[2] Another area receiving continuing organizational attention is goal integration. Goal integration is the concept of how compatible or congruent the organization's objectives are with the individual's goals.

as important as participation. When controlling for the effects of the other predictors, supervisory goal emphasis fell below statistically significant levels of confidence. The addition of demographic characteristics to the list of predictors of goal integration provided no greater predictive ability. It is concluded that the Navy must work on developing goal integration within its system if it is to be effective in recruiting and retaining personnel and if it is to function properly." [3]

The Navy is facing the challenge of operating and managing in a way that will allow for the measurement, setting and achieving of goals. In addition, it should provide for goal integration at all levels.

Management by Objectives is a system of management that can accommodate goal integration and facilitate appraisal of personnel based on goals set and results achieved. The timing and conditions appear to be such that a training aid promoting MBO would find both acceptance and application today.

B. SCOPE

A review of three management film series was conducted to determine effective methods of presenting the material. Series reviewed included the Humble series, the Drucker series and the Gellerman series.[4] Additionally,

---

[3] Institute for Social Research, University of Michigan, Socialization and Accommodation Mechanisms for Achieving Goal Integration, by John A. Drexler, p. 51, June 1973. A report prepared for the Navy Manpower R & D Program of the Office of Naval Research.

[4] Management by Objectives: 6 film series by John Humble distributed by BNA Films, a division of Bureau of National Affairs, Inc., 5615 Fishers Lane, Rockville, Maryland.
Gellerman Motivation Series: 9 film series by Saul W. Gellerman, distributed by BNA Films, a division of Bureau of National Affairs, Inc., 5615 Fishers Lane, Rockville, Maryland.
Effective Executive Series: 5 film series by Peter F. Drucker, distributed by BNA Films, a division of Bureau of National Affairs, Inc., 5615 Fishers Lane, Rockville, Maryland.

two locally produced films were reviewed to provide information as to the capabilities available. A review of MBO literature was conducted to ascertain those elements of MBO that should be emphasized in a film program designed to promote MBO to the military.

Once the primary points were decided upon and the limiting technical capabilities were identified, a rough script was prepared and evaluated. Tape recorders were used in the early stages of script evaluation, and in later stages segments were recorded on video tape. Finally, a complete rough video tape was produced and shown to a representative audience. The resultant effect of the tape on the audience was measured through the use of questionnaires. Final script modifications were effected based on information received in discussion periods following tape viewings and information received on questionnaires. A smooth video tape was then produced incorporating finalized script changes.

II. EXPERIMENTAL PROCEDURE

Since this was an entirely new procedure for a thesis effort, an attempt was made to measure how well the script achieved the objectives which had been set for it. Using officer students as actors and the facilities of the Educational Media Department's video taping laboratory, a rough, non-production video tape was prepared from the script.[5] The tape, then, was a partial self-evaluation effort designed to determine the flow of content, the timing, and to gain some indication of how the scenes would fit together. After the authors viewed the tape, it was decided that an experiment would be conducted to obtain more information on its use as a viable training aid. The experiment was designed to investigate the impact of viewing video tape, and to measure the gain in positive attitude or increase in knowledge of MBO, if any. Two hypotheses were tested: (a) the subject tape would increase one's knowledge of MBO; and (b) one's attitude would be more positive toward MBO.

A. METHODOLOGY

A sample of 80 Naval Postgraduate students was chosen for the experiment. The experiment was conducted in a regular classroom over a period of two weeks. The sample consisted of officer students, primarily

---

[5]Under these circumstances, many scenes which would appear in a finished film were necessarily omitted from the tape. For example, officer students were not required to memorize the script nor were scene changes or music used to set the mood.

in the Management Curriculum, already divided into four groups. These four different groups were utilized in the experiment and designated as Groups I, II, III and IV composed of 20, 25, 18 and 17 officer students, respectively.

The pre-test and post-test questionnaires were designed to be administered to selected groups in accordance with the Solomon Four-Group Design method along with the viewing of the video tape.[6]

B. THE QUESTIONNAIRE

The pre-test and post-test questionnaires contained fifteen questions each. Both questionnaires contained the same questions although the wording was slightly different. Each question provided for a range of five different answers. The answers described the degree to which an individual agreed, didn't know, or disagreed with the question. The questions generally dealt with the positive or negative attitude an individual had toward MBO, and current knowledge of MBO. Specifically, the first six questions dealt with knowledge, and the remaining nine were designed to measure attitude. The questions were constructed on the basis of what related research and interviews with numerous Naval Officers indicated were the critical aspects of the attitudes and knowledge levels within the Navy organization. More questions were included on attitude because the script was designed to have a greater impact on attitude than knowledge.

---

[6]Solomon, R. L., "An Extension of Control Group Design," Psychological Bulletin, 1949, 46, p. 137-150.

Each answer was assigned a value depending on which of the five alternatives (ranging from strongly agree to strongly disagree) were chosen. The values assigned, including zero, ranged from -2 to +2. The higher the positive score, the greater the indication of a positive attitude or greater knowledge of MBO. (See Appendixes B and C for copies of the questionnaires.)

C. PROCEDURE

Group I took the pre-test, then a week later viewed the tape and took the post-test immediately. Group II took the pre-test, then a week later took the post-test without viewing the tape. Group III viewed the tape and immediately took the post-test without having taken the pre-test. Group IV took the post-test only. These procedures were used because of the inherent advantages known to exist in the Solomon Four-Group Design.[7] Of the available pre-experimental, experimental, and quasi-experimental designs for research, this design best controls for challenges to validity.[8]

D. RESULTS AND DISCUSSION

The hypothesis stated earlier in Section II, Experimental Procedure, now can be elaborated as follows: viewing the video tape increased one's knowledge of MBO and caused an increase in positive attitude toward MBO.

---

[7] Evan, William M., Organizational Experiments: Laboratory and Field Research, p. 161, Harper and Row, New York, 1971.

[8] Campbell, Donald F. and Stanley, Julian C., Experimental and Quasi-Experimental Designs for Research, p. 24-25, Rand McNally, 1966.

The statistical data was analyzed using the Student t and Chi-square tests. In the t test, if $t > 2.04$ the null hypothesis (Ho) would be rejected at the 95% confidence level. And in the Chi-square test, the null hypothesis would be rejected if $X^2 > 9.48$ at the 95% confidence level. The following decision rule applies:

I. Accept Ho (the video tape had no effect on the viewer's knowledge or attitude of MBO) if $t \leq 2.04$ or $X^2 \leq 9.48$.

II. Reject Ho (the video tape had no effect on the viewer's knowledge or attitude of MBO) if $t > 2.04$ or $X^2 > 9.49$ and accept Ha (the video tape had an effect on viewer's knowledge and attitude of MBO) when $t > 2.04$ or $X^2 > 9.48$.

In order to account for the various sizes of the groups tested, an index was constructed for each test as follows: the test scores were added and an arithmetic mean computed by dividing the number of individuals taking the test into the total score. This index has been used in charting the results as will be seen later.

The first comparison is of Group I pre-test versus Group I (viewed tape) post-test which resulted in $X^2 = 11.48$ and $t = 3.00$. The null hypothesis was therefore rejected since the experimental results were greater than $X^2 > 9.48$ and $t > 2.04$. Using the index, a significant increase in knowledge and positive attitude from viewing the tape resulted and is graphically presented in Figure 1. Further comparisons were conducted which resulted in even more positive impact attributable to the tape.

The comparison of Group I pre-test versus Group III (viewed tape) post-test result indicates significant increases in knowledge and positive attitude due to viewing the tape. The scores were $X^2 = 27.89$ and $t = 4.56$. Again using the index, these dramatic improvements are shown in Figure 2.

A comparison of Group I (viewed tape) post-test and Group II (did not view tape) post-test resulted in scores of $X^2 = 18.29$ and $t = 3.19$. The positive impact attributable to the tape is noted in Figure 3.

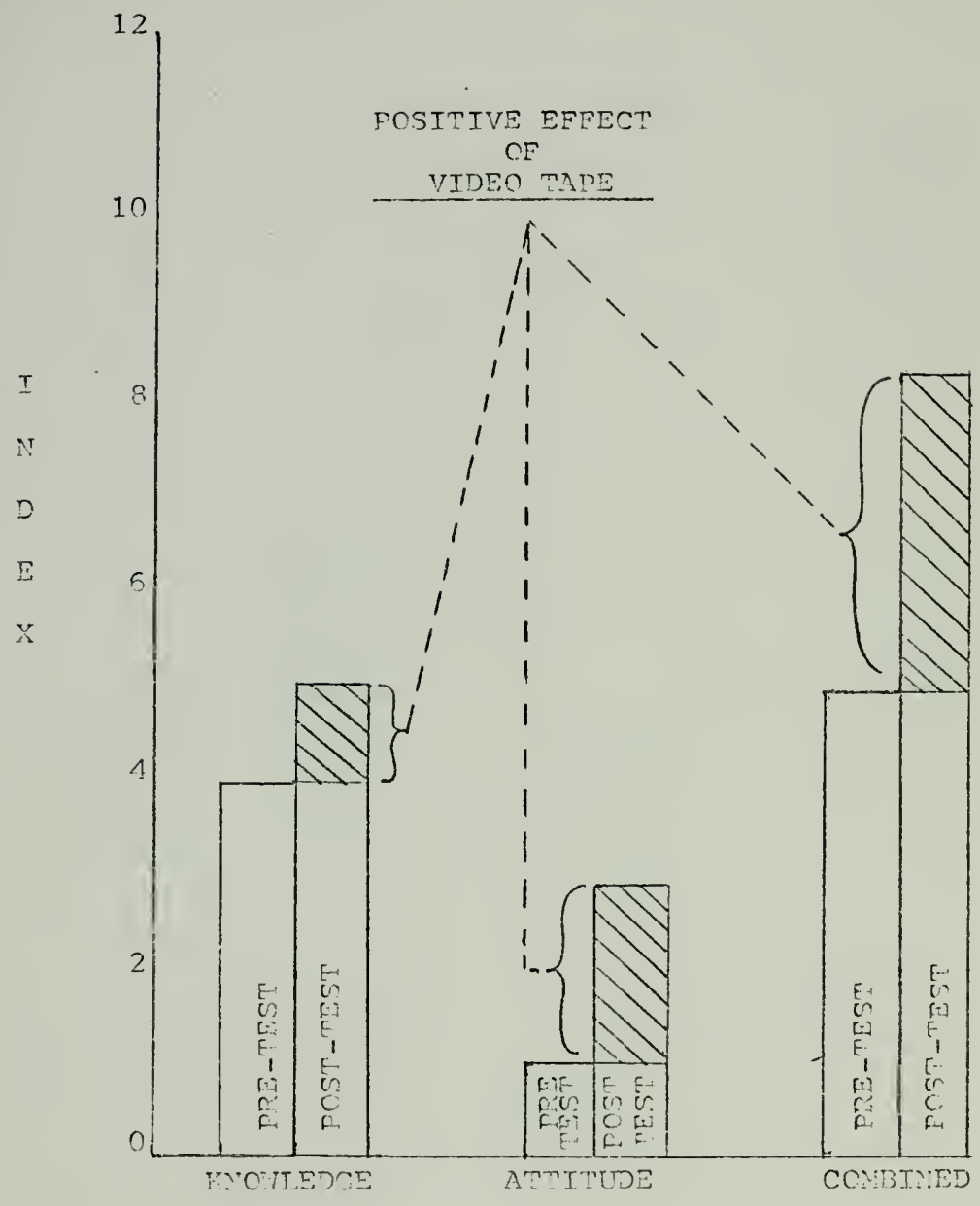
Finally, Group III (viewed tape) post-test was compared to Group IV (did not view tape) post-test. The experiment resulted in values of $X^2 = 22.35$ and $t = 4.19$. Again, the null hypothesis is rejected on both the Chi-square and t tests. The influence of the video tape is shown in Figure 4.

To digress for a moment, a Chi-square test was also generated on each of the fifteen questions in the post-test used in Group III (viewed tape) and Group IV (did not view tape) post-test to determine the effect of the tape on specific questions. The results indicate that the influence of the tape on question number three (category: knowledge) and question number eleven (category: attitude) were the strongest. Question number three concerns MBO facilitating evaluation of personnel and question number eleven concerns the use of MBO in the Navy versus the better education of personnel. It is felt that the evaluation of personnel under MBO was strongly covered in the tape, and that the whole treatment of MBO in the tape enhanced the positive consideration of questions three and eleven. The tape had least effect on responses to questions number six (category: knowledge) and number eight (category: attitude). Number six queries whether MBO enhances

delegation of authority. While use of MBO facilitates this style of management, it is not considered a requirement. Many managers may not consider this an important part of MBO. Question number eight queries whether the Navy today is more receptive to MBO than it was six years ago. While many managers may feel positive toward MBO, they may at the same time feel that the Navy would not be receptive to MBO today. Notwithstanding these findings, the questionnaires on the whole measured a strong change toward greater knowledge and positive attitude of MBO.

In conclusion, the Chi-square test and the t test have demonstrated that the video tape had a dramatic and significant impact on its audience. The results of these measurements show that the impact on the audience was positive, that knowledge was increased and that a more positive attitude toward MBO was fostered. The statistics indicate that with a 95% confidence level, similar results could not have occurred by chance.

FIGURE 1

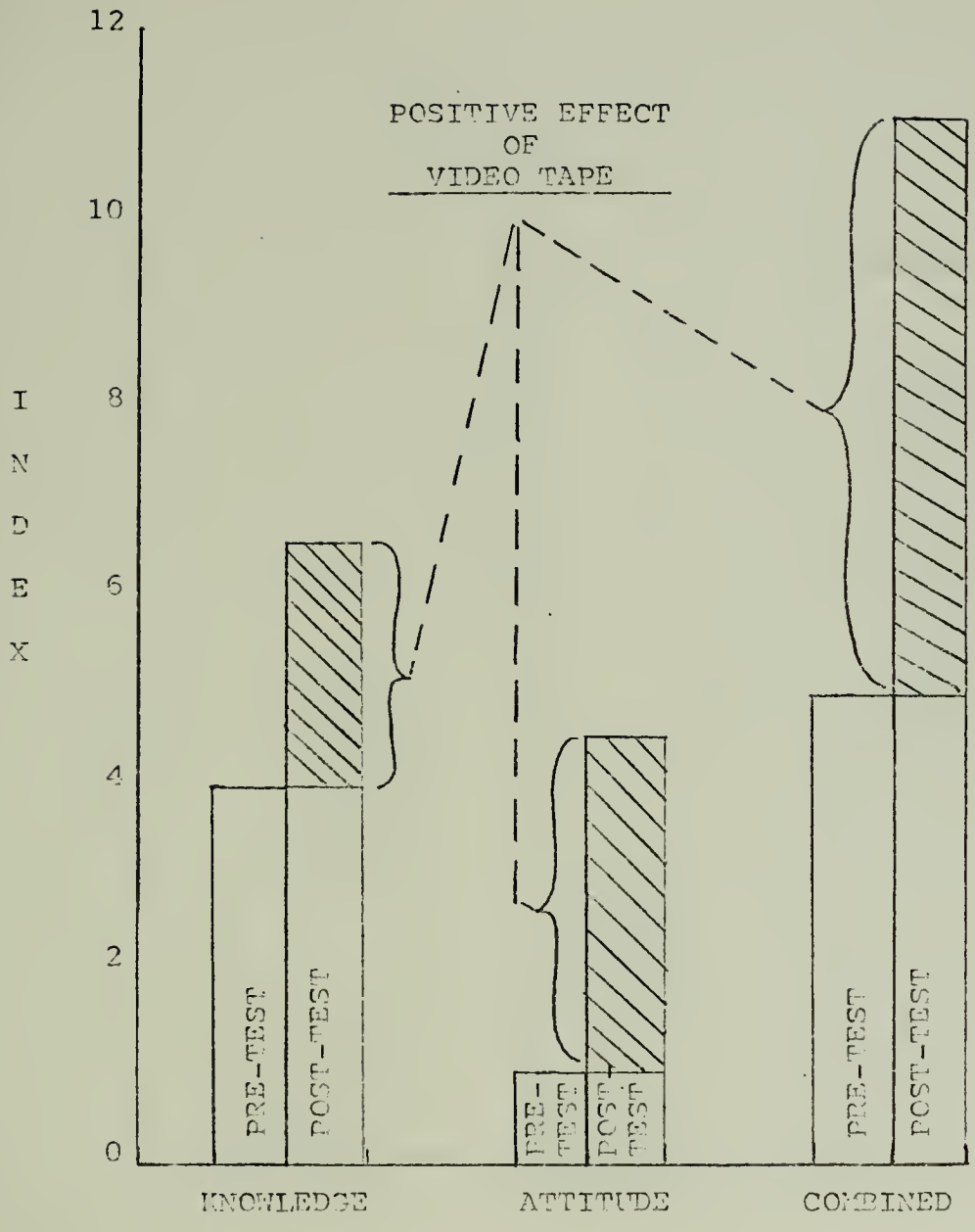


GROUP I PRE-TEST

VS

GROUP I POST-TEST

FIGURE 2

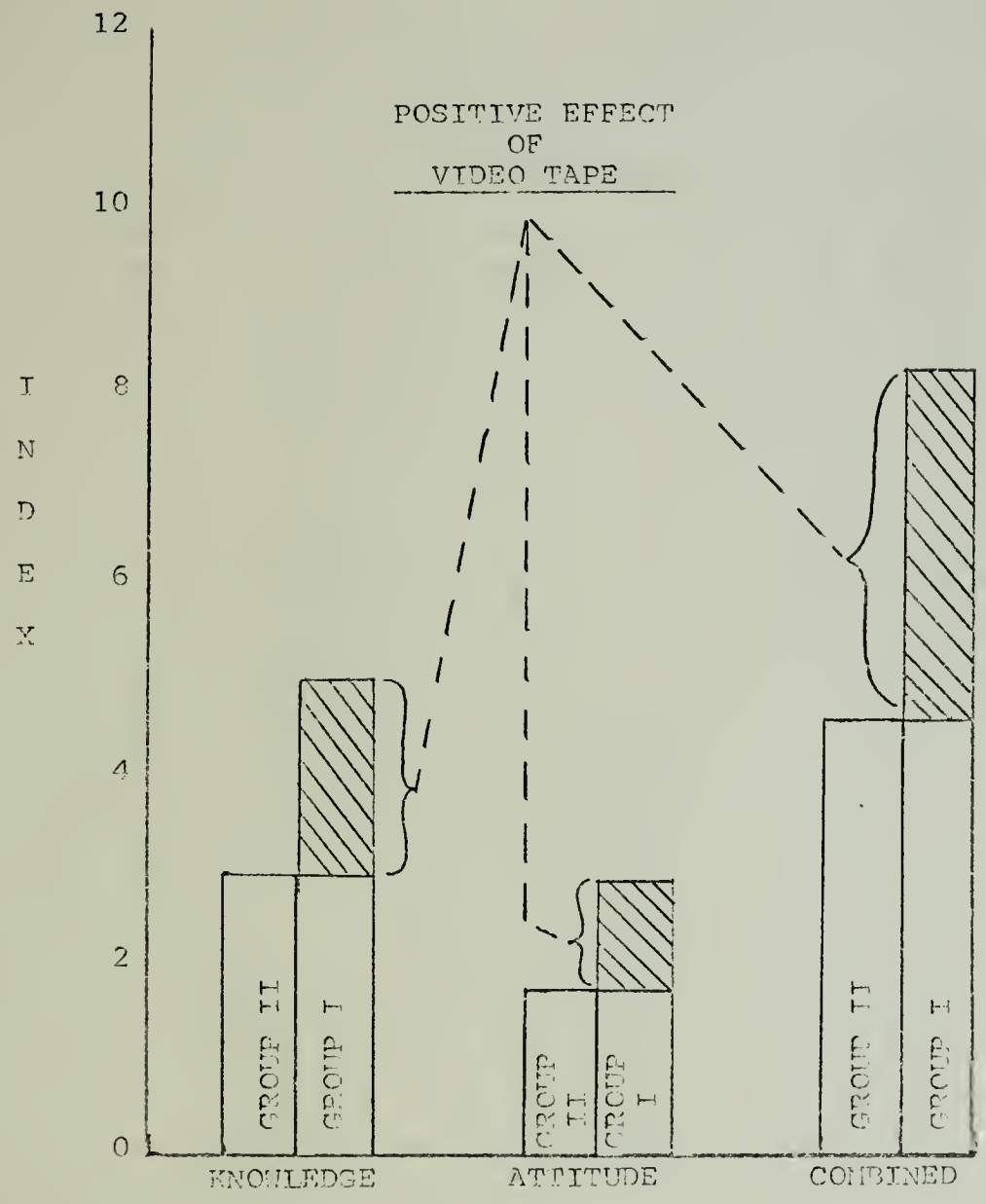


GROUP I PRE-TEST

vs

GROUP III POST-TEST

FIGURE 3

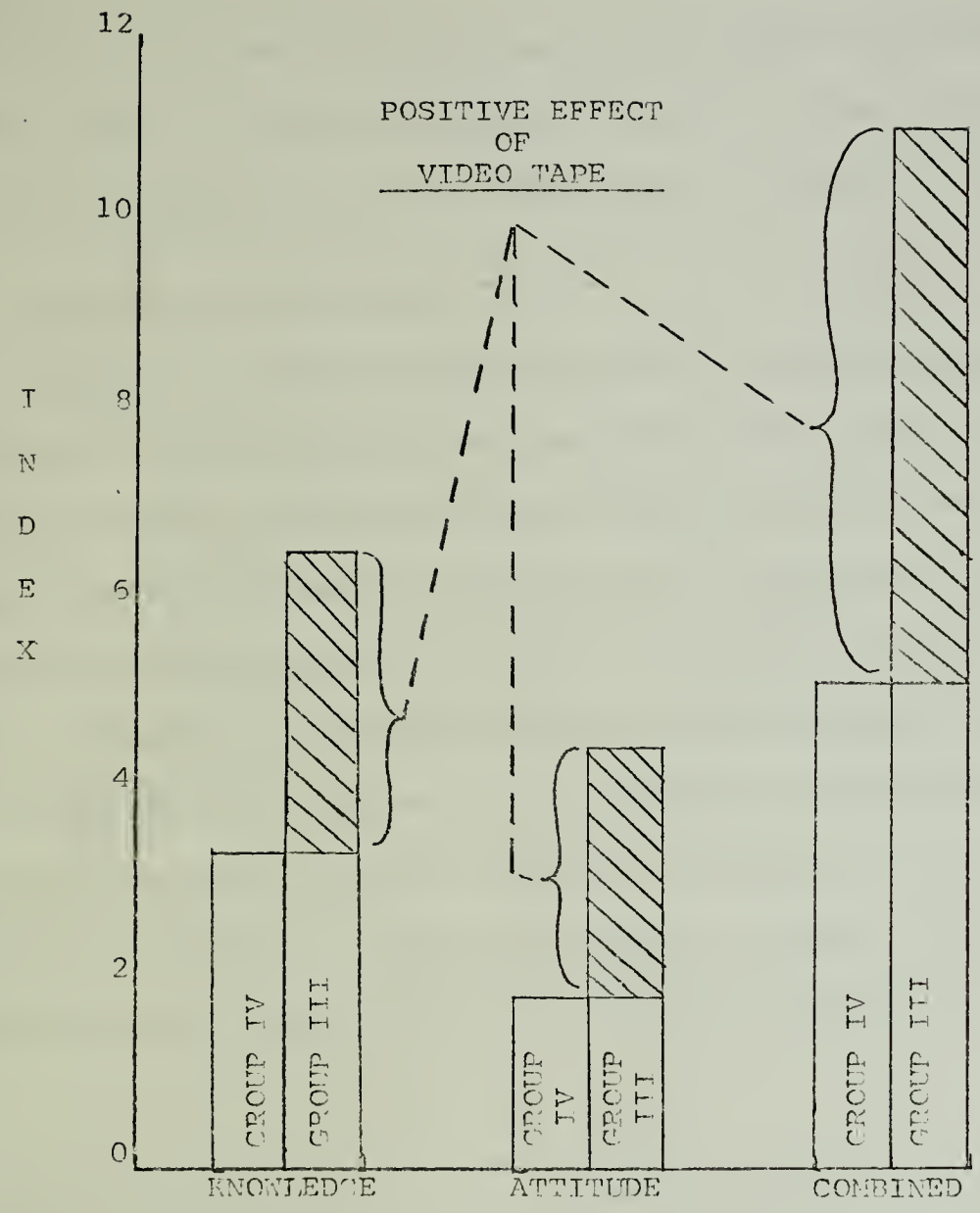


GROUP II POST-TEST

VS

GROUP I POST-TEST

FIGURE 4



GROUP IV POST-TEST

VS

GROUP III POST-TEST

III. MBO SCRIPT INTERPRETATION AND VIDEO PROCEDURE

In this section we discuss the reasons for promoting MBO, and why we chose MBO as a system of management for the Navy. Each scene in the video tape is described and related to the purpose of the tape as a whole.

A. WHY MBO AND VIDEO TAPE

It should be understood that prior to writing a script or producing a video tape, several assumptions were made by the authors. These assumptions are: the Navy must improve its management system to attract and retain the youth available in today's job market;[9] the Navy must improve its management of resources with a focus on personnel in a time when only 30% of the Department of Defense (DOD) budget goes for hardware, and the rest into personnel and overhead costs;[10] Management by Objectives is a system of management which will improve the management of all resources. Given these assumptions, we dedicated ourselves to writing a script which would sell MBO concepts to the Navy. As mentioned previously, the choice

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[9] See Commanders Digest, p. 8-9, Vol. 15, No. 11 of 14 March 1974, an article entitled U.S. Defense and the International Situation by James R. Schlesinger, Secretary of Defense. Includes comments on the complete transition to the all volunteer force in FY 1975.

[10] From remarks by Admiral E. R. Zumwalt, Jr., Chief of Naval Operations at the 179th Birthday luncheon of the Naval Supply Corps, Washington, D.C., 22 February 1974.

of MBO was no accident for several reasons. First, MBO has been in successful operation in several large civilian organizations for many years.[11] Second, one study has shown that of 75 companies consulted that started MBO, not one had discontinued its use.[12] Third, DOD currently has an MBO program in operation.[13] Fourth, as cited earlier, the recent change to the evaluation of officers in the Navy reflects the measurement of officers based on achievement of goals or objectives.

We felt that this script and video tape effort would be the beginning of a series of films which would get the concept and benefits of MBO to our Navy managers, officer and enlisted. As mentioned previously, there are some good MBO films on the market, but none which relate directly to a Navy environment. This effort, then, is devoted to presenting MBO concepts in such a manner as to allow officers and petty officers to relate to the scenes presented and to stimulate their interest in MBO as a system of management.

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[11] Carrol, Stephen, J., Jr., and Tosi, Henry L., "The relationship of Characteristics of the Success of the 'Management by Objectives' Approach." The Journal of Business, Vol. 44, No. 3, p. 299, July 1971.

[12] McConkey, Dale D., How to Manage by Results. New York: American Management Association, p. 115-6, 1966.

[13] Schlesinger, James R., Defense Department Report FY 1975. Annual Defense Department Report, p. 218, Washington, D.C., Government Printing Office, 1974.

B. SCENE DESCRIPTIONS

Each scene in the script is related to selling the concept of MBO to the Navy. The opening scene starts with an ice hockey game in progress. As the game progresses, the narrator discusses the similarity of a team sport and an organization under MBO. The purpose is to capture and dramatize the driving force of MBO. Further to present a situation, an environment that will relate a familiar organizational team effort with a concept. The partial title, Management by Objectives, is superimposed over the hockey action as it fades out. Then In Today's Navy is superimposed over the background of a ship at sea.

The next scene takes us to a commander's office somewhere ashore. In this scene, the commander is shown reacting to internal and external events within his office. Instead of planning and controlling his work, the commander is reacting to each incident as it occurs. The scene stresses the impact of lack of delegation and of proper communication. There is the implication of a lack of motivation and the commitment to good performance on the part of the commander's subordinates.

The next scene is in a chief petty officer's office somewhere ashore. This scene shows the same kind of crisis management taking place as occurred in the commander's sequence only at the next level in the organization.

After a quick close-up of the front of Herrmann Hall and focusing on the name of the Naval Postgraduate School, we move to Professor J. Creighton's office where an interviewer briefly discusses the crisis scenes and asks

the Professor questions about MBO. The main purpose is to lend academic or scientific credence to MBO as a system of management. The secondary purpose is to present MBO in such a manner as to cause an attitude change and an increase in knowledge. Also, to discuss generally the broad concepts and principles of an MBO system. This scene stresses the result and improvement orientation of MBO. In addition, this scene includes a discussion of the importance of feedback and evaluation.

Next, an admiral is interviewed to get his views on MBO, and to discuss the need for it in today's Navy. The discussion includes military application and problems foreseen in implementing Management by Objectives. Additionally, the scene touches on the use of MBO in other organizations and its limited use in the Navy at this time.

In the next scene, the narrator is heard in the background as key MBO principles are presented on the screen. A total of four principles are presented with the narrator discussing each. This section is intended to summarize and re-emphasize some key points of MBO in order to increase the viewer's knowledge and retention of MBO principles.

In the final scenes, as a narrator is heard in the background, selected segments of the crisis management scenes are repeated. The narrator will ask key questions concerning different incidents that occur during the officer's and chief petty officer's workday. In light of having heard about MBO as a system of management, suggested courses of action will be offered which would alleviate the crisis incidents. The purpose here is to show that crisis management does not have to be a way of life, and overall, to

stimulate enough interest in MBO to cause the viewers to take action to secure more information about the subject. Finally, a brief scene is shown in the Chief's office where a discussion takes place about evaluation of personnel under an MBO system of management. The purpose here is to give the viewers an idea of how MBO would assist the manager in evaluating personnel. This concludes the script.

C. DISCUSSION OF VIDEO PROCEDURE

Prior to the video taping, the entire script was placed on audio tape to get a feel for timing and sequence flow of the material. Playback of the audio tape gave the authors a better feel for how the script would sound with the addition of mood, tone and pitch between different voices, something which was hard to gauge just by reading through the script. As mentioned before, the video tape did provide an essential and cost-effective feedback mechanism. The experimental section covered the results of our testing the students with the video tape. This testing procedure would not have been nearly so easy or comprehensive had we requested the students to read a script on MBO and then answer our questionnaire. Through the use of video tape, many points could be covered without asking the student to project from a script. For the authors, it proved much easier to gain other peoples' viewing time for video tape than it was to gain their time for reading a script. Perhaps the best appreciation of the tape can be obtained by viewing it, and referring to the script to see the technical additions which would be added in a complete 16 mm. color film.

IV. CONCLUSIONS

1. A 16 mm. film or video tape based on the script entitled Management by Objectives in Today's Navy will essentially meet the requirements stated in the Introduction.

2. Such a film could be produced at the Naval Postgraduate School.

3. A 16 mm. film or video tape based on the script Management by Objectives in Today's Navy will prove a useful training device and would provide a sound defensible base for a broader MBO program within the Navy.

V. RECOMMENDATIONS

1. That our smooth video tape be distributed to key Navy offices with a request for funding support to allow a 16 mm. filming effort.

2. That a continuing thesis effort be encouraged to develop a series of MBO films.

APPENDIX A

NAVAL POSTGRADUATE SCHOOL
MONTEREY
CALIFORNIA

Prod. #7420
Feb. 4, 1974
Rev. 2/13/74
Rev. 3/14/74
Rev. 3/24/74
Rev. 5/10/74

MBO
IN
TODAY'S NAVY

Revised: 5/10/74

CAST

Commander Fred Jones
Chief Carter
Dr. Creighton
Admiral

Lieutenant Commander John Hart
Lieutenant Commander Betty Brown
Bill (Voice Only)
First Class PO Brass
Yeoman First Helmuth
First Class Slats
Yeoman First Clark
Lieutenant Commander Docks
Narrator
Interviewers
Captain Adam's Secretary (Voice Only)
Captain Adams (Voice Only)

SETS

EXTERIORS

Naval Postgraduate School (Aerial)
Herrmann Hall
Root Hall
Main Gate

INTERIORS

Commander Jones' Office
Chief Carter's Office
Dr. Creighton's Office
Admiral's Office
Commander Jones' Office
Chief Carter's Office

STOCK

As Indicated

MBO AND TODAY'S NAVY

FADE IN — TITLE THEME

INT. - ICE HOCKEY RINK - NIGHT

1. COVER — STOCK

2. ANOTHER ANGLE — STOCK

3. ANOTHER ANGLE — STOCK

SEQUE THEME AND CROWD NOISE

4. ANOTHER ANGLE — STOCK

5. ANOTHER ANGLE — STOCK

CROWD NOISE TO BG

6. ANOTHER ANGLE — STOCK

INT.- ICE HOCKEY RINK - NIGHT (CONTD.)

6. CONTD.

NARRATOR V.O.
You are watching a team of professionals in action.

7. ANOTHER ANGLE STOCK

They are so organized to allow each team member to contribute to the achievement of a common goal to the extent of that player's ability and motivation.
Each player operates independently with constant feedback to measure the success of his participation.

8. ANOTHER ANGLE STOCK

He interacts with his teammate to achieve the highest level of success possible. Freedom is allowed each member to play a primary or supporting role as the situation requires.

9. ANOTHER ANGLE STOCK

(MORE)

INT.- ICE HOCKEY RINK - NIGHT (CONTD.)

9. CONTD.

NARRATOR V.O. (CONTD.)
The efficient blend of a common goal and the participation of highly

(MORE)

INT. - ICE HOCKEY RINK - NIGHT (CONTD.)

9. CONTD.

NARRATOR V.O. (CONTD.)
motivated individuals operating in harmony but with individual effort is the formula for an organization capable of the highest level of achievement.

10. ANOTHER ANGLE (Successful goal shot) STOCK

It is also the basis of a system of management know as "Management By Objectives."

11. SUPER - MAIN TITLE

"MANAGEMENT BY OBJECTIVES"

DISSOLVE TO:

EXT - AIRCRAFT CARRIER - DAY

EXT.- AIRCRAFT CARRIER - DAY (CONTD.)

12. COVER STOCK
(Underway in Harbor)

EXT. - AIRCRAFT CARRIER - DAY (CONTD.)

13. SUPER - MAIN TITLE

"AND TODAY'S NAVY"

PRODUCTION NOTE: Shot eleven which is supered over ten, will be retained thru diz to twelve and super of thirteen.

14. SUPER PRODUCTION CREDITS

DISSOLVE TO:

INT. - COMMANDER JONES' OFFICE - DAY

15. COVER

16. DOLLY TO DESK - MC JONES

Phone rings

INT. - COMMANDER JONES' OFFICE - DAY (CONTD).

16. CONTD.

JONES
Commander Jones, here.

CAPTAIN ADAMS SECRETARY VO
Good morning, Commander. Hold for Captain Adams.

ADAM VO
Good morning, Fred.

JONES
Good morning, Captain.

ADAM VO
How're you doing on the center project?

JONES
We've started the project and should have it ready in two weeks or so.

INT. - COMMANDER JONES' OFFICE - DAY (CONTD.)

16. CONTD.

ADAMS VO
Fred, I need that report this Friday. The review meeting has been scheduled for some time now and there is no way we can delay it. I know your shop is always busy but I must have that report.

JONES
I didn't realize that report was due so soon. You know we have two other projects with tight schedules, the Safety Program and the Manning Level Projects. We'll probably have to shelve both in order to make the Friday deadline. Well, that's an in-house problem and we'll do it some way.

16A. SPLIT SCREEN

ADAMS
That's good Fred, I knew you could handle it. Oh yes, don't forget to break the budget projection down by cost category.

JONES
But Captain, I thought the projection was to be an aggregate sum. A breakdown by cost code will take much more time.

INT. - COMMANDER JONES' OFFICE - DAY (CONTD.)

16A. CONTD.

ADAMS
Fred, I thought you understood that was what was needed.

JONES
Well, Captain, we'll work it in somehow.

ADAMS
Fine, Fred, keep plugging.

ADAMS hangs up

16B. END SPLIT SCREEN

JONES HANGS up

JONES
(muttering)
He must think I'm a mind reader. I'm sure we didn't discuss that breakdown before. What a can of worms this is turning out to be.

INT. - COMMANDER JONES' OFFICE - DAY (CONTD.)

17. MLS

JOHN HART enters

HART
You wanted to see me, sir?

JONES
(looking up)
Oh, yes, John.

JONES sifts through the papers on his desk to find the report.

JONES
Your report isn't quite what I expected and I have indicated some necessary changes. How about reviewing this and have it retyped. You know, John, I just don't feel good about this report, maybe we had better look at this again later in the week.

JONES hands report to HART

INT. - COMMANDER JONES' OFFICE - DAY (CONTD.)

17. CONTD.

JONES
John, I also wanted to discuss the Safety program with you. However, (looks at watch)
I don't know if we'll have time.
(Pause)
Perhaps we can squeeze it in, now.
Sit down, please.

BROWN enters as HART sits

BROWN
Commander, here are the figures you wanted for the Center Project.

JONES looks at report

JONES
Why aren't the figures totaled...
and where are the estimates for the third and fourth fiscal years?
I thought we were in agreement on what was needed

INT. - COMMANDER JONES' OFFICE - DAY (CONTD.)

17. CONTD.

BROWN interrupts

BROWN
Commander, we did discuss it, but only briefly and I understood that this was all that was required.

JONES
Betty, it will have to be done, again. This project is top priority now. We have a new deadline of this Friday and we must incorporate a breakdown by cost category. I know you'll have to let some other things go, but we have no choice.

BROWN
I don't know how we can do this. We already have more than we can handle. Can you authorize some overtime funds?

INT. - COMMANDER JONES' OFFICE - DAY (CONTD.)

17. CONTD.

JONES
No, we can't do that. Our overtime funds are already expended for this quarter. John can let you have three of his people till Friday.

HART
But Commander, my people are right in the middle of the Safety Program.

JONES
John, that's what I wanted to discuss with you. We're going to have to let that Safety Program slide until we have this Center Project completed. Once that is done, I can assure you we'll devote our full attention to the Safety Program.

HART
But, that'll be too late, Commander. Some segments have to be done now, if we hope to stay on schedule and have any chance at all of meeting the deadline.

INT. - COMMANDER JONES' OFFICE - DAY (CONTD.)

17. CONTD.

JONES
We'll just have to cross that bridge when we come to it. Right now, all I can concentrate on is the Center Project. John, see that those three people report to Brown this afternoon.

HART
But Commander....

phone rings

JONES answer phone

INT. - COMMANDER JONES' OFFICE - DAY (CONTD.)

18. OMITTED

19. THREE SHOT

JONES
Jones, here. Yes Bill. Hold a minute. John, Betty, I know you want to get crackin' on this. And John, here is a copy of the Safety Program they are using at Baysville. Let's try to incorporate some of their better ideas.

JONES hands report to HART

HART and BROWN exit

20. MS - JONES

JONES
Sorry, Bill, go ahead.

BILL V.O.
I was hoping we could get together for a planning session on next quarter's operations.

INT. - COMMANDER JONES' OFFICE - DAY (CONTD.)

20. CONTD.

JONES
Bill, I'd like to, but I've just too many irons in the fire right now. Why don't you give me a call next week and we'll discuss it then.

INT. - COMMANDER JONES' OFFICE - DAY (CONTD.)

20. CONTD.

BILL V.O.
Well ..... I guess it will be .....

JONES
All right, fine.

JONES hangs up phone

21. OMITTED

INT. - COMMANDER JONES' OFFICE - DAY (CONTD.)

22. OMITTED

INT. - COMMANDER JONES' OFFICE - DAY (CONTD.)

23. OMITTED 23.

DISSOLVE TO:

INT. - CHIEF CARTER'S OFFICE - DAY

24. COVER 24.

CARTER is sitting at desk littered with paper

CARTER
Today, I'm going to get organized.

25. MS - CARTER 25.

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

25. CONTD. 25.

CARTER V.O. (CONTD.)
If I really turn to, I'll get this work cleared up and still have time to spend an hour with Brass and Green on their advancement exam.
It seems as if there is just one crisis after another around here. And lately everyone of them requires my personal attention.

26. MC 26.

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

26. CONTD. 26.

DOCKS enters

DOCKS
Chief, I want that traffic route we talked about yesterday, marked and in operation by 1600 today.

27. POV - CARTER 27.

This is important. If it is not done properly, I can assure you there will be repercussions.

28. POV - DOCKS 28.

In fact, I want you to see to it personally.

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

29. POV - CARTER 29.

DOCKS (CONTD.)
And I don't want any liberty
granted until it is finished.

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

29. CONTD. 29.

CARTER
Aye, aye, sir. But this will take a lot of doing. Isn't there any way we can delay this for a day or so?

30. WIDE TWO SHOT 30.

DOCKS
No way, Chief. I'm sure you can handle it.

DOCKS exits and passes
BRASS who enters

BRASS
Good morning, Chief. Here is that info you requested for the monthly safety report. You would think

31. POV - CARTER 31.

that they have enough info on pedestrian safety by this time. You must have been preparing this same report over and over for two years now.

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

31. CONTD. 31.

CARTER
Yeah, not only has the report been required for two years --

32. POV - BRASS 32.

the monthly input always seems to be due just when I'm the busiest. Just a matter of routine, but still time consuming.

BRASS
I know what you mean.

33. COVER 33.

CARTER
While you're here, Brass, we have to implement that new traffic route prior to 1600 today. The commander just told me that this is a rush top priority job.

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

BRASS
What the hell, Chief!! Why the rush? I haven't even had time to discuss this with my people. I'll bet it's just another one of Dock's whims.

CARTER
Easy does it, Brass. I know how you feel, but I'm sure there must be a good reason. Now, do you think you can handle it?

BRASS
Yeah, if I pull James and Green off the pier marking job, we should make it okay, but it is still a sorry way to do business.

HELMUTH enters

HELMUTH
Here are the division daily personnel reports.

BRASS
(interrupting)
I'll see you later, Chief.

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

33. CONTD. 33.

CARTER
(flustered)
Huh...oh...yeah, okay.

BRASS exits

34. MS - HELMUTH 34.

HELMUTH
The monthly report is due out tomorrow. You remember you said that you wanted to complete that report yourself.

35. MS- CARTER 35.

CARTER
Good grief! I had forgotten all about that. I will have to do it this afternoon and ...
(MORE)

CARTER (CONTD.)
I guess you can type it first thing, tomorrow.

HELMUTH
Okay. First thing in the morning.

HELMUTH exits
SLATS enters

SLATS
Good morning, Chief. How's it going today?

CARTER
It doesn't look too bad, so far. How about you?

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

36A. POV - SLATS 36A.

SLATS
I'm in good shape. I came to see you about taking the afternoon off. I have some personal ....

37. POV - CARTER 37.

things to tend to. I'm caught up on my work.

CARTER
Sorry, Slats, but the commander has ordered me to hold up liberty until the new traffic route is implemented. I have Brass and his whole gang working on it now.

SLATS
I don't understand, Chief. I don't have anything to do with that damn route.

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

38. TC 38.

CARTER
That's the way it is. Maybe I can give you some time off tomorrow. And Slats, I have been meaning to talk to you about the quarterly marks on your people. The remarks section on each man is nothing but a bunch of vague phrases. I need specific examples of performance -- something that describes what was right or wrong.

SLATS
Chief, you know how hard it is to remember what each man does over the quarter. I can't be out checking every move a man makes and watching him 24 hours a day!

CARTER
Yeah, I know. But I'll need more specifics, so take some time and try to come up with some.

SLATS
Okay, Chief. See you later.

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

38. CONTD. 38.

SLATS exits
HELMUTH enters

39. OS - HELMUTH 39.

HELMUTH
The Divisions just dropped off their Navy Relief contributions. Don't forget that a consolidated

40. OS - CARTER 40.

report covering all contributions is required. The main office has a deadline of the thirty-first.

CARTER
That's two days! That's just what I needed -- NOW!

(MORE)

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

40. CONTD. 40.

CARTER (CONTD.)
If I can just manage a nervous breakdown before 1600, this will be the perfect day. I guess I'll have to drop that advancement review with Brass and Green.

41. POV - HELMUTH 41.

HELMUTH
Cheer up, Chief! After tomorrow you can look forward to justifying the division personnel performance ratings, with the commander. You remember what ....

42. TWO SHOT 42.

a deal that was last year and how many had to be rewritten. I can imagine what a problem it is to recall specific examples of performance at the end of the year. I'm glad it's your job and not mine.

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

42. CONTD. 42.

CARTER
Look Helmuth. If you can't find something to keep you busy and out of here, I will muster some motivation for you personally.

43. LOOSEN AND FOLLOW 43.

INT. - CHIEF CARTER'S OFFICE - DAY (CONTD.)

43. CONTD. 43.

HELMUTH
I'm on my way.

HELMUTH exits

44. LS - CARTER 44.

45. ZOOM TO MS - CARTER

CARTER V.O.
Hell! I hate to cancel that review with Brass and Green. But there just isn't time. Maybe they'll do alright on their own. It seems I never have time to do the things I would like to do.

DISSOLVE TO:

Revised: 3/14/74

EXT. - NAVAL POSTGRADUATE SCHOOL - DAY

46. AERIAL SHOT STOCK 46.

47. COVER - FRONT GATE STOCK 47.

DISSOLVE TO:

INT. - ROOT HALL - DAY

48. COVER - OFFICE DOOR 48.

49. ZOOM TO NAME TAG

DISSOLVE TO:

INT. - DR. CREIGHTON'S OFFICE - DAY

50. COVER 50.

INT. - DR. CREIGHTON'S OFFICE - DAY (CONTD.)

50. CONTD. 50.

INTERVIEWER
Well, Dr. Creighton, we have just seen a couple of incidents where the managers are crisis oriented, where much of their workday is dictated by who comes in the office or what arrives in their in-basket. We will probably never get away from this entirely, but I understand there is a system of management known as Management By Objectives, which enables the manager to be more of a planner and better able to shape his destiny.

CREIGHTON
That's right. Management By Objectives, or MBO, as it's commonly called, gives the manager a greater opportunity to plan and to control his daily environment.

INTERVIEWER
Dr. Creighton, could you tell us just what you mean when you say Management By Objectives, or MBO?

INT. - DR. CREIGHTON'S OFFICE - DAY (CONTD.)

50. CONTD. 50.

CREIGHTON
Yes, gladly. Since I knew you were coming over today, I've written down some principles which I think are important.* I think many people have different concepts of MBO. To some organizations, it means tighter control of subordinates. Some organizations have only verbal or implied objectives, and many believe the objectives are to be dictated to the subordinate. I would say that all these organizations may have some elements of MBO. But I view MBO from a system approach. A complete system of management dedicated to written, mutually agreed upon objectives and committed to achieving the results those objectives are based on.
*(Dr. Creighton sets small tablet on desk with first principle on it.)

INTERVIEWER
Then you seeMBO as a whole entity rather than just focusing on any one of a manager's functions.

51. POV - CREIGHTON 51.

CREIGHTON
Yes. Perhaps it would be best if I describe how I see MBO operating in an organization. Every organization has a mission, purpose or role and from these top management would derive its objectives.
(MORE)

INT. - DR. CREIGHTON'S OFFICE - DAY (CONTD.)

51. CONTD. 51.

CREIGHTON (CONTD.)
These upper level objectives would be broader and more general than lower level objectives. Next, each level of management would state its objectives which in turn support and assist each senior level in obtaining its objectives. These objectives would be in writing and mutually agreed to, by superior and subordinate.

52. POV - INTERVIEWER 52.

INTERVIEWER
I see. You would have a hierarchy of objectives which permeate the whole organization. How far down in the organization would the objectives go?

53. SAME AS #51 53.

CREIGHTON
That would depend on the organization, but the objectives can go down, at least, to the first line supervisors. Now each objective, should be realistic, clear, measurable and time constrained. This is one of the hard parts of MBO, because most organizations
(MORE)

INT. - DR. CREIGHTON'S OFFICE - DAY (CONTD.)

53. CONTD. 53.

CREIGHTON (CONTD.)
have been focusing on activities rather than results obtained, and this change of focus requires a change of attitude. MBO causes you to be more concerned with what results were achieved rather than how the results were obtained.

54. SAME AS #52 54.

INTERVIEWER
That seems like a simple concept, yet when I think back to some of my organizational experiences, I realize we concentrated on how busy our people were.

55. MS - CREIGHTON 55.

CREIGHTON
Exactly. This does take some getting used to, but the benefits are obvious. In setting objectives, I think in terms of goals or targets. The goals or targets are short term, while objectives are long term, lasting a year or more.* Goals and objectives should be set after mutual agreement between superior and subordinate.
*(Flips to second principle.)

56. BASEBALL SUPER "DR CREIGHTON" 56.
Professor
Naval Postgraduate School

My experience has been that subordinates usually try to set goals too high, initially. The manager should insure that the goals are realistic so that the subordinate has a
(MORE)

INT. - DR. CREIGHTON'S OFFICE - DAY (CONTD.)

53. CONTD. 53.

CREIGHTON (CONTD.)
reasonable chance of achieving them. Now that we have the objectives and goals written, agreed to, and understood, let me point out a side benefit -- just from the act of writing objectives, and the verbal interaction required between superior and subordinate, you have solved the problem of communication which traditionally plagues many organizations. You have made it clear what is expected of each individual, in fact some organizations, in implementing MBO, have found that they have had to change their wiring diagram, that maybe two people shouldn't be held responsible for the same activity, or conversely, that some objectives require joint cooperation.

57. MS - INTERVIEWER 57.

INTERVIEWER
Dr. Creighton, what else changes for a manager when he is operating under MBO, and doesn't this writing of objectives and measuring of results become time consuming?

58. SAME AS #55 58.

CREIGHTON
One of the changes a manager should see is that he will have more free time to do planning, training, evaluating, etc., some of those things which often get put off. Initially, MBO does take hard work and requires some paperwork; however, as it becomes more familiar, personnel can budget their time better and set priorities. Perhaps a quick check for any organization would be to try MBO and compare the time spent, and results achieved with the system of management currently in use.

INTERVIEWER'S V.O.
You seem pretty confident about MBO.

INT. - DR. CREIGHTON'S OFFICE - DAY (CONTD.)

58. CONTD. 58.

CREIGHTON
Yes, I am. Because MBO actually enhances management by exception, for only if subordinates are not reaching their goals does the manager need to know about it. This brings me to a point I touched on earlier; that of not being concerned with activities or how results are achieved. Of course you are concerned with the means used, but it gives the subordinate the freedom to first of all participate in setting his own objectives, and then the freedom to make his own plan on how he will achieve these objectives. You not only achieve commitment in this way, but it also motivates your people.

59. POV - INTERVIEWER 59.

INTERVIEWER
You're saying, then, that MBO motivates subordinates as well as freeing up the manager and giving him more time.

60. POV - CREIGHTON 60.

CREIGHTON
Certainly. And perhaps I should make this clear that as I see motivation, it means giving your subordinates a chance for achievement, growth, recognition and greater responsibility. This requires a confidence between superior and subordinate; a willingness to delegate and to take those risks involved with delegation. MBO permits such delegation, as you set review periods and gain confidence in your subordinates ability you can stretch the reviews to longer periods. This will require more planning on the subordinates part, and frees your time. In this way, the subordinate is also learning to act more like the next level of management.

INT. - DR. CREIGHTON'S OFFICE - DAY (CONTD.)

60. CONTD. 60.

INTERVIEWER V.O.
Professor, how do you see performance evaluation under an MBO system?

CREIGHTON
Many companies first started on MBO because they were searching for a better way to evaluate their employees. It attempts to quantify and measure how well results are achieved in absolute terms, and many areas can be measured in this way. Some areas still must be measured qualitatively, but they are made clear and spelled out. In setting the objectives and measuring the results, some companies say, if we can't measure you, we can't pay you. I would like to interject a word of caution about measuring and evaluating performance under MBO.* Certainly, I believe MBO makes the job much easier because you are dealing in results and not so much with personality. But the main point is to use the evaluation time as a coaching period to identify those successful actions in order to repeat them and to talk about improving areas which don't meet the objectives. MBO should be operating on at least three levels of management in an organization, and each member should have at least two years experience to insure objectives are realistic and clear before putting much emphasis on the evaluation technique.
*(Flip to third and last principle.)

61. MC 61.

In fact, you have to be doubly sure your objectives are realistic and understood before evaluating your personnel. Also, it still requires the manager to consider who he is evaluating, for instance, a new man would not have the same objectives as an experienced one. Good judgment is always required by the manager in determining the reasons for differing levels of performance, but under MBO there can be no mistake, the senior and the subordinate will know the results expected.

INT. - DR. CREIGHTON'S OFFICE - DAY (CONTD.)

61. CONTD. 61.

INTERVIEWER
Professor, at what management level should MBO be introduced in an organization?

CREIGHTON
MBO can conceivably be put in the organization at the middle management level, or some organizations have used it in just a few of their divisions. However, as with any management system, MBO works best if introduced by top management and with full top management backing.

INTERVIEWER
Well, Dr. Creighton, you have given us a lot of information, but is MBO really so different from what many good managers are trying to do today?

CREIGHTON
No, it's compatible with what many good managers are trying to do, and it shouldn't change many of their goals. MBO is a system designed to simplify the function of being a manager, while allowing subordinates the freedom to achieve results.

62. OMITTED 62.

63. OMITTED 63.

64. OMITTED 64.

65. OMITTED 65.

66. OMITTED 66.

67. OMITTED 67.

INT. - DR. CREIGHTON'S OFFICE - DAY (CONTD.)

68. OMITTED 68.

69. OMITTED 69.

DISSOLVE TO:

DISSOLVE TO:

EXT. - NAVAL POSTGRADUATE SCHOOL - DAY

70.	AERIAL SHOT	STOCK	70.
71.	COVER - FLAG POLE (Four Star Pennant flying)		71.
72.	ZOOM TO PENNANT		72.

DISSOLVE TO:

INT. - ADMIRAL'S OFFICE - DAY

73.	COVER		73.

INT. - ADMIRAL'S OFFICE - DAY (CONTD.)

73. CONTD.

INTERVIEWER
Admiral, the concept of MBO is apparently gaining momentum in the civilian industrial sector. Do you see a similar movement in today's Navy?

ADMIRAL
It is difficult to predict, but I believe the Navy will look to MBO as a possible solution to some current problems. In my opinion, the Navy has traditionally relied on a management style probably best described as a benevolent autocracy. This style evolved from earlier days when the educational gap between the officer and enlisted ranks was much greater than it is today. Although this type of management has served us well much of its success is predicated on a less sophisticated way of life. Our system is becoming increasingly more difficult to use as the complexities of the modern Navy continue to develop. Additionally, there is reason to believe that such a system may tend to minimize the performance of the subordinate, to in effect restrict his production to elements identified by his superior.

INTERVIEWER
Admiral, do you mean you want the Navy to focus more on Human Resource development?

INT. - ADMIRAL'S OFFICE - DAY (CONTD.)

73. CONTD.

ADMIRAL

The Navy personnel of today are our greatest asset. We have implemented personnel policies aimed at the successful operation of an all volunteer force. It is our job to unlock the resources inherent in the ever increasing capabilities of our personnel, we must utilize a system of management that will insure the full participation of all Naval personnel, and one that will amplify the aspect of team work. Management by Objectives is designed to foster such an environment.

INTERVIEWER

Admiral, it appears to me that you are saying that MBO is a timely management system and that conditions exist now which call for its adoption by the Navy.

ADMIRAL

Yes, as you may know, the University of Michigan's Institute for Social Research recently completed a study for the Navy, comparing levels of goal integration in Navy and civilian organizations. This study has identified some real challenges and we are trying to respond. One action we have taken is that our fitness reports now include a provision for measuring results achieved. However, we have a lot to do. The report pointed out that the Navy is doing a much poorer job in satisfying the needs of an individual when compared to a civilian organization. Also, we found that the young and the better educated had the lowest level of goal integration. These findings have obvious implications for our all volunteer Navy if we are to compete with the civilian work force in attracting capable, dedicated

(MORE)

INT. - ADMIRAL'S OFFICE - DAY (CONTD.)

73. CONTD.

ADMIRAL (CONTD.)
personnel. The study points out that one way to improve the level of goal integration is through a participative decision making style. Our Navy needs the best personnel inputs it can get, and we need a system of management which will foster and accommodate goal integration. In my opinion, Management by Objectives can and will do the job for us.

INTERVIEWER
Do you see any problems in the implementation of MBO in the Navy?

ADMIRAL
Of course, there will be problems in its implementation. For, although the goals of MBO are fully compatible with the goals of today's Navy, the route to those goals via MBO is a very different matter. Probably the greatest problem facing MBO implementation is the necessary change of attitude throughout the organization. MBO requires a commitment on the part of those participating. Personnel must believe in it, not just go through the motions. I am of the opinion, however, that because the results to be achieved are so rewarding, and the methods so logical and defensible, that much of the natural resistance to change will be replaced by interest and support once a reasonable indoctrination effort is accomplished.

INT. - ADMIRAL'S OFFICE - DAY (CONTD.)

73. CONTD.

INTERVIEWER
Is there any MBO in the Navy now?

ADMIRAL
Yes, there are a number of commands that have implemented MBO. Also, an increasing number of our officers are becoming acquainted with MBO as a result of advanced education. However, MBO is still very much in its infancy in the Navy, and as yet, there has been no effort to implement MBO on any large scale.

INTERVIEWER
What will be required to implement MBO on a large scale?

ADMIRAL
Well, first we would have to have the support of top Naval management. Then we would have to have a degree of training through various levels of media, and probably most important, we would have to present MBO in such a way that the Navy personnel could recognize the benefits offered.

INTERVIEWER
Admiral, what other benefits do you see for the military?

ADMIRAL
I believe that the area of performance evaluation will benefit immeasurably from MBO. One weakness of our present system is the unfortunate tendency to evaluate an individual based on activities or personal opinion rather than results. .I am sure that in this area alone, much progress toward a fairer, more comprehensive evaluation could be achieved through MBO.

INT. - ADMIRAL'S OFFICE - DAY (CONTD.)

73. CONTD.

INTERVIEWER
Admiral, thank you for your candid views.

ADMIRAL (Interrupts)

Well, I would like to make one point before you go. I believe the challenge of management performance in the face of ever-decreasing resources is the challenge of the future. With over 55% of our budget earmarked for personnel, we must meet this challenge with the best effort we can muster. Better management through MBO may be our best, if not our only, option.

Revised: 2/13/74

PRODUCTION NOTE: THIS SEQUENCE TO BE ANIMATED

90. CELL ONE 90.

MANAGEMENT BY OBJECTIVES

1. MBO is a system of management which insures all organizational effort is directed toward mutually agreed objectives.

PRODUCTION NOTE: Shot ninety #1 will be highlighted in white while it is being read. As each new cell comes on, the new segment will be highlighted in white and then will return to normal.

NARRATOR V.O.
MBO is a system of management which insures all organizational effort is directed toward mutually agreed objectives. All activities must contribute to the achievement of an objective. It brings to a clear focus what is important, and what must be accomplished in an organization.

91. CELL TWO 91.

MANAGEMENT BY OBJECTIVES

1. MBO is a system of management which insures all organizational effort is directed toward mutually agreed objectives.

2. MBO is a tough minded way of managing and requires top management support to implement it, yet every individual will know the results expected of him and why.

NARRATOR

MBO is a tough minded way of managing and requires top management support to implement it, yet every individual will know the results expected of him and why. MBO is a planning system in which long and short range plans are defined and integrated. Each individual in the organization is involved in the right kind of planning. Planning in which the superior and subordinate are communicating as to what kind of results are expected to be achieved.

92. CELL THREE 92.

MANAGEMENT BY OBJECTIVES

1. MBO is a system of management which insures all organizational effort is directed toward mutually agreed objectives.

2. MBO is a tough minded way of managing and requires top management support to implement it, yet every individual will know the results expected of him and why.

3. MBO integrates personal goals with organizational goals and creates an atmosphere encouraging greater individual achievement.

NARRATOR V.O.

MBO integrates personal goals with organizational goals and creates an atmosphere encouraging greater individual achievement.
MBO is mainly concerned with results. While the ends do not justify the means, MBO allows for personal freedom in achieving results. Experience has shown that individuals are goal oriented and MBO can accommodate personal goals while achieving organizational goals.

93. CELL FOUR 93.

MANAGEMENT BY OBJECTIVES

1. MBO is a system of management which insures all organizational effort is directed toward mutually agreed objectives.

2. MBO is a tough minded way of managing and requires top management support to implement it, yet every individual will know the results expected of him and why.

3. MBO integrates personal goals with organizational goals and creates an atmosphere encouraging greater individual achievement.

4. MBO promotes delegation of authority and provides for a system of feedback and evaluation.

NARRATOR V.O.
MBO promotes delegation of authority and provides for a system of feedback and evaluation.
Delegation of authority can be pushed down in an organization, and it enhances management by exception -- only when not meeting goals is action required.
Feedback and evaluation reports can be stretched or contracted as the situation requires.
MBO does not solve all management problems, nor is it a substitute for good management. The management style operating in an organization will determine the degree of
(MORE)

93. CONTD.

NARRATOR (CONTD.)
difficulty in implementing it. MBO doesn't offer overnight success, it may take a year to implement and longer to see the real benefits; however, MBO does offer us the opportunity to utilize our resources to the fullest, and focus our energies clearly on tomorrow's objectives.

94. OMITTED 94.

95. OMITTED 95.

96. OMITTED 96.

DISSOLVE TO:

INT. - COMMANDER JONES' OFFICE - DAY

97. OMIT

98. DOLLY TO DESK.- MC JONES (JONES at desk with phone to ear)

NARRATOR V.O.
Now let's reexamine portions of the two crisis management scenes and attempt to identify likely areas for MBO application.

CAPT. ADAMS V.O.
Fred, I need that report by this Friday... that project meeting has been scheduled for some time now, and there is no way we can delay it.... I know your shop is busy, but I must have that report.

INT. - COMMANDER JONES' OFFICE - DAY

98. CONTD.

JONES
Captain, I didn't realize that report was due so soon. You know we have two other projects with tight schedules... the safety program and the manning level project --- we will probably have to shelve both for now in order to make the Friday deadline. Well, that's an in-house problem and we will do it some way.

JONES remains in position

NARRATOR V.O.
What caused this breakdown in communications? Why did CDR JONES think the report was due later? Written, mutually agreed upon objectives with a system of periodic review can insure against last minute flaps.

Fade out

Fade in

CDR JONES at desk.

LCDR HART seated at the side.

JONES
Your report isn't quite what I expected and I have indicated some necessary changes. How about reviewing this and have it retyped. You know, John, I just don't feel good about this report. Maybe we had better look at this again later in the week.

JONES and HART remain in position

INT. - COMMANDER JONES' OFFICE - DAY

98. CONTD.

NARRATOR V.O.
What does Jones expect now? Has he made it any clearer than before? Do you suppose LCDR Hart will be lucky enough to hit the right combination?

Fade out

Fade in

BROWN and HART seated across from JONES.

JONES
Why aren't these figures for the Center Project totaled? And where are the estimates for the third and fourth fiscal years? I thought we were in agreement on what was needed.

BROWN
Commander, we did discuss it, but only briefly and I understood that this was all that was required.

JONES, BROWN and HART hold position.

NARRATOR V.O.
Did CDR Jones make clear the results he expected? Was LT Brown negligent or misled? MBO provides for mutually agreed requirements and insures both superior and subordinate will know what the output or results will look like.

Fade out

Fade in

JONES
John, we are going to have to let the safety program slide until we finish the Center Project.

INT. - COMMANDER JONES' OFFICE - DAY

98. CONTD.

HART
But that will be too late, CDR. Some segments have to be done now if we hope to have any chance of making the deadline.

JONES
We will just have to cross that bridge when we come to it. Right now, all I can concentrate on is the Center Project. John, see that three of your people report to Brown this afternoon.

NARRATOR V.O.
Is Jones minimizing his subordinate's performance? Are there other options available? MBO promotes the participation of subordinates. Perhaps Brown and Hart could have contributed to a better plan. CDR Jones will probably never know.

99. OMIT

100. OMIT

101. OMIT

102. OMIT

103. OMIT

104. OMIT

INT. - CHIEF CARTER'S OFFICE - DAY

105.

CHIEF CARTER seated at desk

LCDR DOCKS standing beside.

DOCKS
Chief, I want that traffic route we talked about yesterday marked out and in operation by 1600 today.

CARTER tries to interrupt but fails

DOCKS continuing
I don't have to tell you how important this is. In fact, I want you to see to it personally.

CARTER
Aye, aye, sir, but a crash program like this is going to take a lot of doing. Isn't there any way we can delay this for a day or so?

DOCKS
No way, Chief. I'm sure you can handle it. And Chief, I think it would be a good idea if you held up liberty until this is completed.

DOCKS and CARTER hold position

NARRATOR V.O.
Why is this crash program necessary? If Docks wants the full support and understanding of Carter and his men, he should explain the reasons behind the decision. Notice, too, that Docks is directing Carter and therefore taking away some of Carter's authority. With MBO, Carter would be expected to use his own judgment in accomplishing the task.

Fade out

INT. - CHIEF CARTER'S OFFICE - DAY

105. CONTD.

Fade in

CARTER seated at desk

BRASS standing

BRASS
Here is the info for the monthly safety report. You would think that they have enough info by this time. You must have been preparing this report for over two years now.

CARTER
Yeah, it is just a matter of routine but still time consuming.

CARTER and BRASS hold positions

NARRATOR V.O.
Why is Carter personally completing this report? Why doesn't he delegate this to Brass who is already gathering the info?

Action resumes

CARTER
While you're here Brass, we have to implement that hew traffic route prior to 1600 today.

BRASS
What the hell, Chief!! Why the rush? I haven't even had time to discuss this with my people. I'll bet it is just another of Docks' whims.

INT. - CHIEF CARTER'S OFFICE - DAY

105. CONTD.

CARTER and BRASS hold

NARRATOR V.O.
Brass obviously is not committed to the task at this point. By neglecting to discuss the circumstances, LCDR Docks has set the stage for misinterpretation. We can expect Chief Carter and Petty Officer Brass to respond with less than their best effort.

Fade out

Fade in

CARTER seated at desk

SLATS standing beside

CARTER
Slats, the remarks section on these quarterly marks are nothing but a bunch of vague phrases. I need specific examples of performance.

SLATS
Chief, you know how hard it is to remember what each man does over the quarter. I can't be checking every move a man makes and watching him 24 hours a day.

CARTER and SLATS hold position

INT. - CHIEF CARTER'S OFFICE - DAY

105. CONTD.

CARTER and BRASS hold

NARRATOR V.O.
Performance evaluations based on activity levels or personal traits can be both demotivating and difficult to justify. With MBO, performance evaluations are based on results achieved with a system for documentations.

Fade out

Fade in

CHIEF CARTER seated at desk

CARTER (talking to self)
Hell. I hate to cancel that review with Brass and Green, but there just isn't time. Maybe they'll do all right on their own. I never seem to have the time to do the things I would like to do.

CARTER holds

NARRATOR V.O.
MBO tends to free a manager and allows him more time for the routine and the unexpected. Under MBO, a manager can plan for those results that are necessary to make the organization truly successful.

Fade out

INT. - CHIEF CARTER'S OFFICE - DAY

106. OMITTED

107. OMITTED

108. OMITTED

109. OMITTED

110. OMITTED

111. OMITTED

112. OMITTED

113. OMITTED

114. OMITTED

INT. - CHIEF CARTER'S OFFICE - DAY

115. (Close up of nametag - CARTER MMC)

NARRATOR V.O.
Now let's take a look at how Chief Carter might discuss the evaluation of his men while operating under MBO.

CARTER (looking at eval. sheet)
Slats, the marks on this man seem fairly low. I thought he was one of our better performers.

SLATS
Well, Chief, you know he does his work, but his appearance is not the best, and he doesn't seem to have the right attitude.

CARTER
What do you mean, not the right attitude?

SLATS
Well, he always wants to take a different approach and never tries to work with anyone as much as he could.

CARTER
But does he get results?

SLATS
Yeah, he usually gets the work out.

CARTER
Then maybe you want to take this evaluation back and give it some more thought. Maybe you and Simpson could sit down and discuss some personal objectives that he could be working on for next quarter.

INT. - CHIEF CARTER'S OFFICE - DAY

115. CONTD.

SLATS
You mean like improving his appearance and discussing office cooperation?

CARTER
You got it, Slats. Let's try to build on his strong points. Let's recognize that he achieves results and then concentrate on his personal objectives.

SLATS and CARTER remain in position. (Animated talking)

NARRATOR V.O.
While MBO encompasses much more than we have seen here, perhaps you have recognized areas in your organization where MBO could be used. Additional information on MBO is contained in the following books and publications.

116. (Close up of books on desk)

Technical Report, "Personnel Development and Evaluation System" by Elster, Creighton, Gilhaus, Musgrave.

Effective Management by Objectives, by W. J. Reddin.

Management by Objectives, by George S. Odiorne.

APPENDIX B

THE FOLLOWING QUESTIONNAIRE IS DESIGNED TO ALLOW YOU TO RECORD SOME OF YOUR FEELINGS TOWARD MANAGEMENT BY OBJECTIVES. THERE WILL BE NO ATTEMPT TO ASSOCIATE COMPLETED QUESTIONNAIRES WITH PERSONS PARTICIPATING.

	Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
1. MBO concepts are now being used in the Navy.	+2	+1	0	-1	-2
2. MBO is primarily a paperwork drill.	-2	-1	0	+1	+2
3. Evaluation of personnel is facilitated through MBO.	+2	+1	0	-1	-2
4. MBO is more suited to support activities than operating units.	-2	-1	0	+1	+2
5. The concept of an all-volunteer force strengthens the case for implementation of MBO.	+2	+1	0	-1	-2
6. MBO promotes delegation of authority.	+2	+1	0	-1	-2
7. MBO tends to increase the workload of the middle manager.	-2	-1	0	+1	+2
8. The climate in the Navy today is more conducive to MBO than 5 years ago.	+2	+1	0	-1	-2
9. MBO and "good management" are the same thing.	+2	+1	0	-1	-2
10. If you were notified your next command was implementing MBO, you would welcome the news.	+2	+1	0	-1	-2
11. The Navy needs better educated personnel rather than a new management system.	-2	-1	0	+1	+2
12. Service in the Navy would in reality differ little whether under MBO or not.	-2	-1	0	+1	+2
13. The other needs of the Navy are so important as to make MBO a secondary priority.	-2	-1	0	+1	+2
14. A military organization would heavily resist any attempt to implement MBO on a large scale.	-2	-1	0	+1	+2
15. MBO will cause evaluators to be tougher but fairer when marking personnel.	+2	+1	0	-1	-2

PRE-TEST

APPENDIX C

THE FOLLOWING QUESTIONNAIRE IS DESIGNED TO ALLOW YOU TO RECORD SOME OF YOUR FEELINGS TOWARD MANAGEMENT BY OBJECTIVES. THERE WILL BE NO ATTEMPT TO ASSOCIATE COMPLETED QUESTIONNAIRES WITH PERSONS PARTICIPATING.

	Strongly agree	Agree	Don't know	Disagree	Strongly Disagree
1. MBO concepts have never been used in the Navy.	-2	-1	0	+1	+2
2. An MBO effort consists largely of paperwork.	-2	-1	0	+1	+2
3. MBO will not facilitate evaluation of personnel.	-2	-1	0	+1	+2
4. Operating units will find the MBO system more appropriate than support activities.	-2	-1	0	+1	+2
5. The all-volunteer force concept increases the chances of MBO being adopted in the military.	+2	+1	0	-1	-2
6. MBO enhances delegation of authority.	+2	+1	0	-1	-2
7. In the long run, MBO tends to increase the workload of the middle manager.	-2	-1	0	+1	+2
8. The Navy today is more receptive to MBO than it was 6 years ago.	+2	+1	0	-1	-2
9. MBO and "good management" are essentially the same thing.	+2	+1	0	-1	-2
10. If you were notified your next command was implementing MBO, you would not welcome the news.	-2	-1	0	+1	+2
11. A new management system such as MBO is not as important as a better education program for military personnel.	-2	-1	0	+1	+2
12. In actuality, MBO would probably not materially change service in the Navy.	-2	-1	0	+1	+2
13. The other needs of the Navy are so important as to overshadow MBO.	-2	-1	0	+1	+2
14. Large scale implementation of MBO is likely to be welcomed in today's military.	+2	+1	0	-1	-2
15. Personnel evaluations will tend to be more stringent but fairer under MBO.	+2	+1	0	-1	-2

POST-TEST

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